Read to Achieve
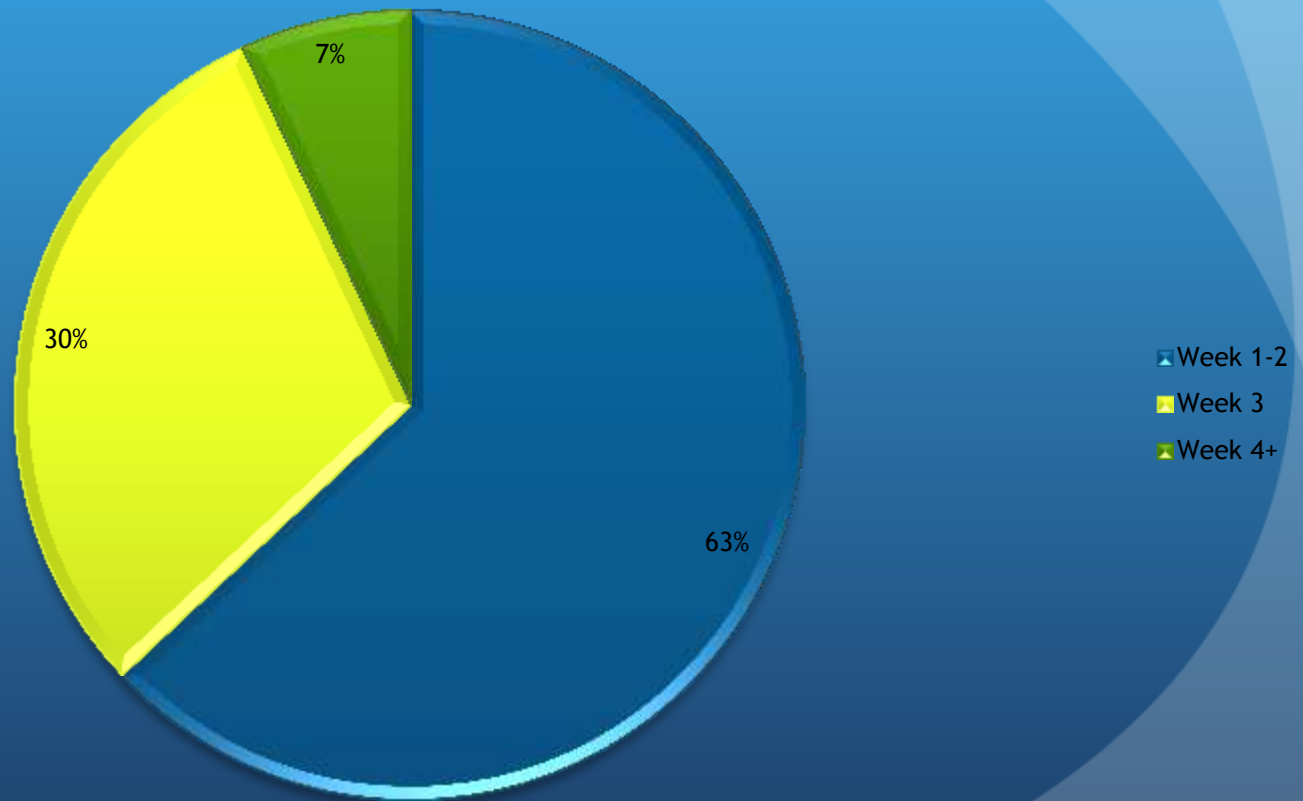Diagnostic and Intervention Services

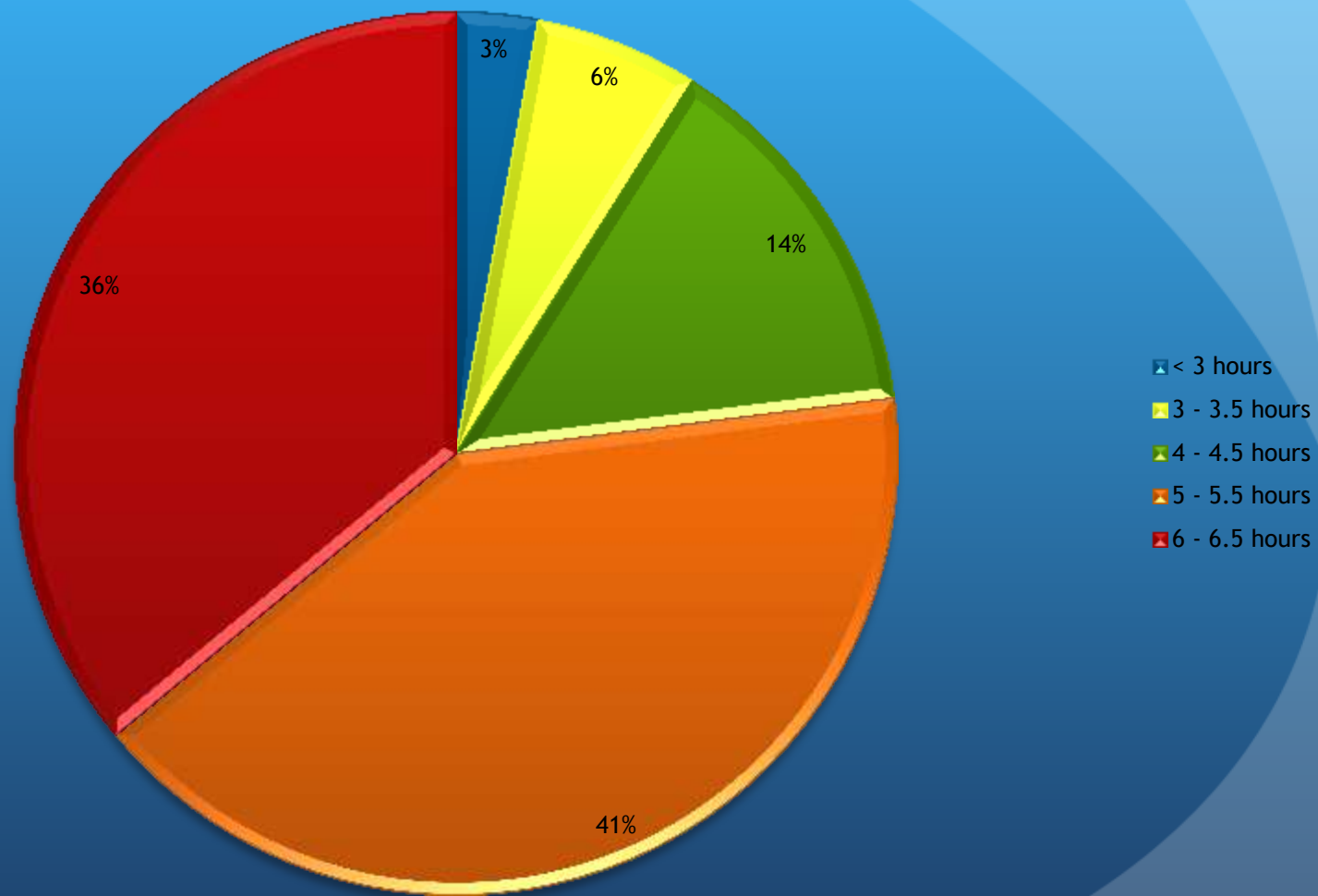**Webinar 2**
November 2011

RTA Update

- RTA Steering Committee Meeting

- Attendance

- KRA Conference

- Webinar 1

- RTA Newsletter

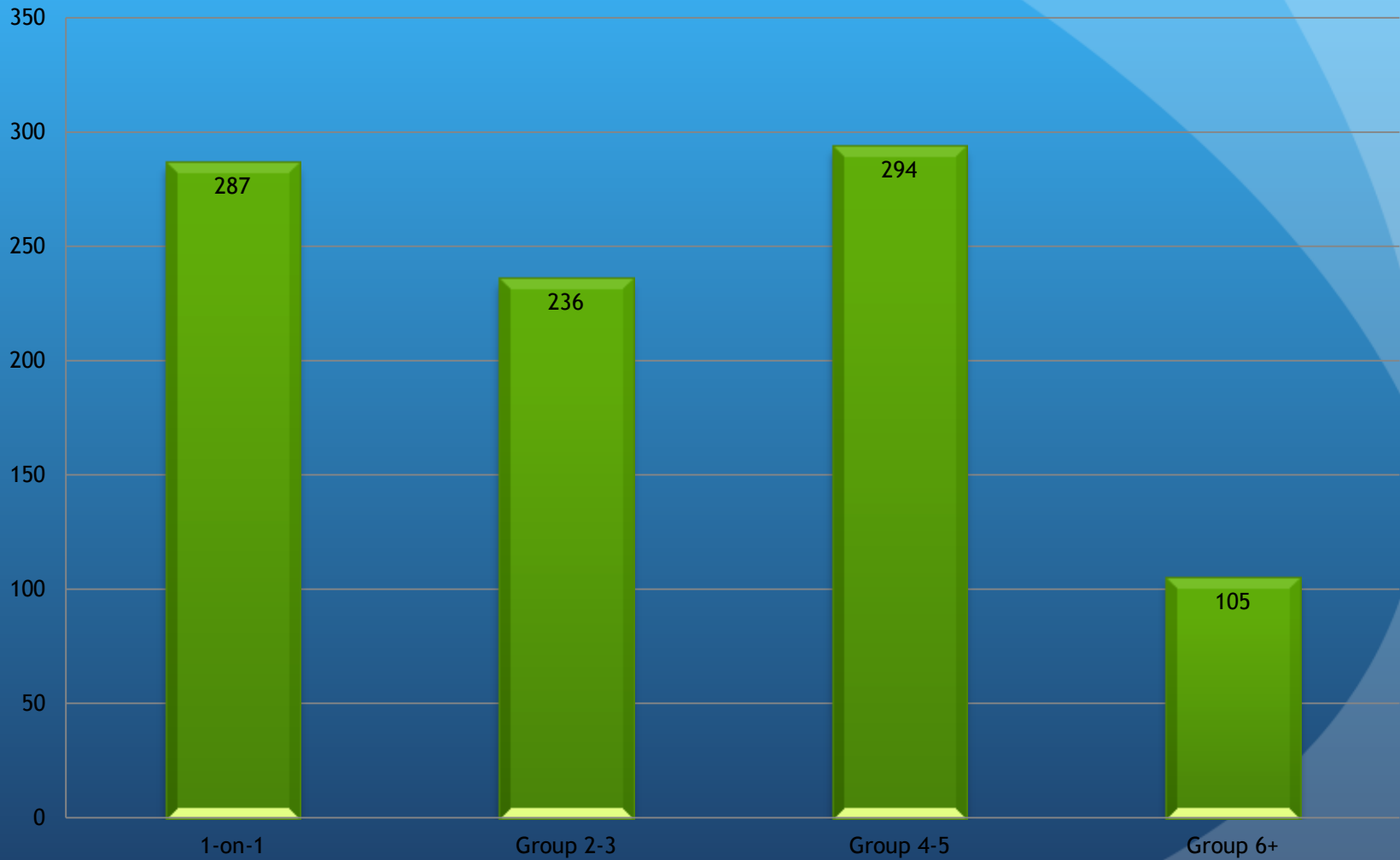- Program Evaluation Report 1

Program Evaluation Report I

Week Intervention Services Began
2011-2012

7%

30%

63%

Week 1-2
Week 3
Week 4+

Intervention Groups
2011-2012

Average Years of Teaching Experience

17.5 Years

RTA Network

Student Plans

- Who gets a plan?
  - Use assessment data
  - Students receiving intervention

- What to include?
  - Assessment Data
  - Student Goals
  - Projected Timeline
  - Frequency and Duration of Intervention

Intervention Progress Monitoring

Students Name [ ]   **Tier** [ ]   **MAP Date/Score** [ ]   **Monitoring Tool** [ ]

Goal Statement [ ]

Intervention Program [ ]   **Interventionist** [ ]

	Date	#Visits Duration	NOTES Skill Taught, Observations, Comments	Monitoring Score
Week 1	[ ]	[ ]	[ ]	[ ]
Week 2	[ ]	[ ]	[ ]	[ ]
Week 3	[ ]	[ ]	[ ]	[ ]
Week 4	[ ]	[ ]	[ ]	[ ]

I-Team Week 4 Checkpoint

Date [ ]   **Individuals Present** [ ]

Notes [ ]

Recommendations [ ] __Continue Intervention __ Change amount of time/frequency __ New/Change Intervention __ Change Tier __ Goals reached Discontinue

SAMPLE RESPONSE TO INTERVENTION INSTRUCTIONAL MONITORING SHEET

STUDENT NAME: INTERVENTION TEACHER:

GRADE: #OF DAYS PER WEEK:

DOB: TIME:

AREA OF CONCERN: SETTING:

TIER: FREQUENCY OF PROGRESS MONITORING:

IC PRINTOUT FOR: ☐ ATTENDANCE   ☐ DISCIPLINARY RECORD   ☐ GRADE REPORT

☐ UNIVERSAL SREENING DATA ☐ OTHER DATA_____

INITIAL SCREENING SCORE: _____ GOAL_____

DATE	STANDARD/SKILL	STRATEGIES/INTERVENTION	DURATION	COMMENTS

Writing Student Goals

- SMART Goals
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time Limited

Things to Consider

- Be very specific about the action.
  - For instance: *read the pre-primer Dolch Words*

- Decide what determines the success of a goal.
  - For instance: *How fluent will the child read the words without hesitation and prompting? What percentage of accuracy? How often?*

Specific	Improve reading fluency
Measurable	By 10 words per minute
Attainable	Increase 2-3 words per week
Results Orientated & Relevant	Fluent reading will increase comprehension and make the student a better reader
Time-bound	Within 40 intervention sessions (approximately 2 months)

Goal:
The student will improve reading fluency by 20 words per minute within 40 intervention sessions.

Progress Monitoring

- Must assess the student goal

- Allow time between progress monitoring probes to allow for growth

- Record the data
  - The scores you record are 'data points'

- Consider the time involved in the administration

- Provide descriptive feedback to the student

- Use the data to inform your instruction

Progress Monitoring Tools

- www.rti4success.org

Instructional Strategies

- Strategies
  - QAR
  - Talk partners
  - Mental Images

QAR Strategy

- The relationship between questions and their answers

- 4 basic types of question and answer relationships:
  - Right There -- In this type of QAR, the answer is found in the text.
  - Think and Search -- the answer is found in the text but the reader must put together different parts of the text to get the answer.
  - Author and Me (or Author and You) -- The answer is not found in the text. The reader has to put together the information the author provides with information the reader already knows to come up with the answer.
  - On My Own (or On Your Own) -- The reader does not use the text at all to answer the question. The answer is based on the reader's opinions and experiences.

QAR Practice – Given Questions

Directions: Think of some questions that could be answered from reading the text. Write at least one question under each QAR heading.

In the Book---Right There	In My Head---On My Own
In the Book---Think and Search	**In My Head---Author and Me**

KCAS Connection

- RL #1
  - RL.1.1-Ask and answer questions about key details in a text.

- RI #1
  - RI.K.1-With prompting and support, ask and answer questions about key details in a text.

- RI #8
  - RI.2.8-Describe how reasons support specific points the author makes in a text.

Talk Partners

- Pair students

- Always talk with this person during 'discussion' or 'talk' times

- Can change the talk partners

- Must establish routines and expectations with this strategy

KCAS Connection

- SL #1
  - SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in <u>small</u> and larger groups.

- SL #2
  - SL.1.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- SL #3
  - SL.2.3- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Mental Images

- When should you see mental images?
  - Every time you read!
  - If it stops, the comprehension has stopped.
  - If it is fuzzy or out of focus, then the comprehension is only partial.

- Every text should cause a movie to begin in your mind!

- Mental Images:
  - make reading active instead of passive
  - make something you read concrete in your mind and help to cement it to your memory
  - make your reading three-dimensional – you can see, hear, feel, smell, and even touch what the text describes

KCAS Connection

- RL #2
  - RL.2.2-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- RL #3
  - RL.3.3-Describe characters in a story (e.g., their traits,3. motivations, or feelings) and explain how their actions contribute to the sequence of events.

RTA Webinars

- Make up day for webinar #2
  - November 29th @ 10:00 EST

- Webinar #3 topics
  - ELL
  - Exceptional children